

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the discussion about Theory description of prototype, coursebook, Office Management, and Previous Study.

#### **A. Prototype**

Prototype is an initial example of a product or a sample made before it was developed or made specifically for development before it was made in real scale or before it was mass produced. In teaching and learning activities we can use a prototype to test whether the material delivered is really needed by students or not. This part describes definition of prototype, basic prototype categories, and differences in creating a prototype with a final product.

##### **1. Definition of Prototype**

Generally, prototype is an initial example of a product or a sample made before it was developed or made specifically for development before it was made in real scale or before it was mass produced. There are some experts that stated about teaching media.

Prototype based on Raymond McLeod (2011:11) a prototype is defined as a tool that gives ideas to potential makers and users about how the system functions in its full form, and the process of producing a prototype called prototyping.

According to Blackwell (2015), A prototype is an early sample, model, or release of a product built to test a concept or process or to act as a thing to be replicated or learned from. It is a term used in a variety of contexts, including semantics, design, electronics, and software programming. A prototype is generally used to evaluate a new design to enhance precision by system analysts and users. Prototyping serves to provide specifications for a real, working system rather than a theoretical one. In some design workflow models, creating a prototype (a process sometimes called materialization) is the step between the formalization and the evaluation of an idea.

## **2. Basic Prototype Categories**

According to Shigeyuki Somiya (2013:491) Prototypes explore different aspects of an intended design:

- a. A Proof-of-Principle Prototype serves to verify some key functional aspects of the intended design, but usually does not have all the functionality of the final product.
- b. A Working Prototype represents all or nearly all of the functionality of the final product.
- c. A Visual Prototype represents the size and appearance, but not the functionality, of the intended design. A Form Study Prototype is a preliminary type of visual prototype in which the geometric features of a design are emphasized, with less concern for color, texture, or other aspects of the final appearance.

- d. A User Experience Prototype represents enough of the appearance and function of the product that it can be used for user research.
- e. A Functional Prototype captures both function and appearance of the intended design, though it may be created with different techniques and even different scale from final design.
- f. A Paper Prototype is a printed or hand-drawn representation of the user interface of a software product. Such prototypes are commonly used for early testing of a software design, and can be part of a software walkthrough to confirm design decisions before more costly levels of design effort are expended.

### **3. Differences in Creating a Prototype with a Final Product**

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification.

According to Francesco Rebelo (2012:482) In general, the creation of prototypes will differ from creation of the final product in some fundamental ways:

#### **a. Material**

The materials that will be used in a final product may be expensive or difficult to fabricate, so prototypes may be made from different materials than the final product. In some cases, the final production materials may still be undergoing development themselves and not yet available for use in a prototype.

**b. Process**

Mass-production processes are often unsuitable for making a small number of parts, so prototypes may be made using different fabrication processes than the final product. For example, a final product that will be made by plastic injection molding will require expensive custom tooling, so a prototype for this product may be fabricated by machining or stereo lithography instead. Differences in fabrication process may lead to differences in the appearance of the prototype as compared to the final product.

**c. Verification**

The final product may be subject to a number of quality assurance tests to verify conformance with drawings or specifications. These tests may involve custom inspection fixtures, statistical sampling methods, and other techniques appropriate for ongoing production of a large quantity of the final product. Prototypes are generally made with much closer individual inspection and the assumption that some adjustment or rework will be part of the fabrication process. Prototypes may also be exempted from some requirements that will apply to the final product.

**B. Coursebook**

Coursebook is usually in the form of instructions, steps to complete a task, and the tasks ordered in the activity sheet must be clear of the basic competencies to be achieved. This part describes definition of coursebook:

## **1. Definition of Coursebook**

There are some experts that stated about teaching media. According to Tarigan and Tarigan, (2010) textbook is a book that is used to study or deepen a subject of knowledge and science and technology or a field of study, thus containing the presentation of principles on the subject, including the scholarly, literary work related to the subject.

Coursebook based on Trianto (2008:148) are study guides that are used to carry out an investigation and problem solving activities.

According to the above definition, the coursebook is in the form of a sheet containing the duties of the teacher to the students which are adjusted to the basic competencies and to the learning objectives to be achieved. Or it can also be said that coursebook is a guide to student work to facilitate students in implementing learning activities.

## **2. Purpose of the Coursebook**

According to Achmadi (1996:35) coursebook has some purpose, those are:

- a. Activate students in the process of learning activities.
- b. Helps students develop concepts.
- c. Train students find and develop process skills.
- d. As a guide for teachers and students in carrying out the process of learning activities.
- e. Helping students in obtaining information about concepts that are learned through a systematic process of learning activities.

- f. Helping students to obtain material records learned through learning activities.

### **3. Function of Coursebook**

According to Hadi Sukamto (1992/1993:2) the function of coursebook in teaching and learning process as follows:

- a. Provide concrete experience for students.
- b. Helps learning variations.
- c. Generating student interest.
- d. Improve teaching and learning retention.
- e. Use time effectively and efficiently

### **4. The Condition for Compose Coursebook**

Based on Ministry of Education and Culture (*Depdikbud*) (1996/1997:25-26) there are several conditions that must be considered before compiling a book, those are:

- a. Sentences and words, preferably:
  - Simple and easy to understand
  - Short and clear.
  - New terms must be introduced first.
- b. Pictures and illustrations should be able to:
  - Helps students understand the material.
  - Demonstrate how to construct an understanding.
  - Helping students think critically.
  - Determine the variables that will be solved in learning activities.

c. The layout should:

- Helps students understand the material by showing a sequence of activities logically and systematically.
- Shows the parts that have been followed from beginning to end.
- The design must be attractive.

### C. Office Management

As with other activities, office activities need to be planned, organized, and all the resources involved or involved, need to be monitored and controlled as well as possible. In terminology not always experts provide the same formula.

The Liang Gie (1995: 2-4) cites several formulations of office management notions from experts, including the following:

a. Arthur Grager

“Office management is the function of administering the communication and record service of an organization.”

b. William Leffingwell & Edwin Robinson

“Office management as a function, is the branch of the art and science of management which is concerned with the efficient performance of office work, whenever and wherever that work is to be done.”

c. Hal Nourse

“It seems to me that office management in the broader sense might embrace, not only the generally accepted service function, but also the arise

of functional control administrative direction of most clerical and paperwork.”

d. George Terry

“Office management can be defined as the planning can defined as the planning, controlling, and organizing of office work, and actuating those performing is so as to achieve the predetermined objective it deals with the life cycle of business information, and retention, if of permanent value, of destruction if absolute.”

After After expressing the formulation of several experts, The Liang Gie then put forward his formulation regarding office management. ”Basically, modern office management is a series of activities planning, organizing (arranging and compiling), directing (giving direction and guidance), supervising, and controlling to organizing things in an orderly manner. The thing or target affected by the series of activities in general is office work.”

From various formulations regarding office management, it is clear that what is contained in the book includes a series of activities:

- a. Administration
- b. Efficient implementation
- c. Control, supervision and direction
- d. Planning, controlling, organizing, and driving



Therefore, briefly office management as a branch of management science can be formulated as a series of activities for planning, organizing, mobilizing, and controlling and controlling office jobs.

However, we need to realize that the scope of office activities is not just office activities, for example, regarding office employees, office costs, office procedures and methods, and others.

Administrative and management offices are generally regarded as commensurate words, for example, confirmed by one of the publications of the United Nations (UN) as follows:

“The terms Administration and Management are more being used synonymously. While the terms administration has been applied more to the conduct of public affairs and the terms management more to the off business enterprise, there has been tendency in recent is recent time for management to be use to a greater degree in public affairs”

The conception of administration as office work is essentially a service task which is a series consisting of 6 activities, those are:

1. Collecting, that is, activities that seek and seek the availability of all information that was not available or scattered everywhere so that it is ready to be used if needed.

2. Note, namely activities related to various stationery needed so that material that is easy to read, send and store is realized, including by means of sound recording or film in the modern era.
3. Processing, which is a variety of activities working on information with a view to being easy to use.
4. Multiplication, namely the activity of multiplying by various means and tools as much as needed.
5. Sending, namely activities conveying in various ways and tools from one party to the other.
6. Saving, namely the activity of putting in various ways and tools in a certain place that is safe.

#### **D. Previous Study**

Many researches have report to expose developing English teaching material by using coursebook, textbook, or module; some of the researches are noted as below:

Natiqoh, Addin (2014) *Developing Students' English Module, Evaluation, and Teacher's Guide Book for Kejar Paket C Students*. Development research or research and development (R&D) used in this study was conducted also using the ADDIE model (analyzing, designing, developing, implementing, and evaluating). The result of the try out shows that the mean of the students' score of the first try-out is 70.56 and the second try-out is 73.17. Both of the score's mean is in the good range of the criteria that was set by the teacher. The range that is set by the researcher are: while the means of both of

the first and the second test score has the significant correlation and they are in the range of 70%-100%, it means that the book is good/valid, if they are in the range of 56%-69% means enough, if they are in the range of 40%-55% means less, and if they are in the range of >40% means the book is poor, it means that this media was proper in to use in English teaching learning.

*Anggraeni, Yuli (2016) Development of Pocket Book Based on Learning Media for Improving Students Motivation in Manual Accounting Practices (MAP) Lesson for Accounting Students.* Development research or research and development (R&D) used in this study was conducted also using the ADDIE model (analyzing, designing, developing, implementing, and evaluating). The result obtained from 5 phases include, Analysis, Design, Development, Implementation, and Evaluation. Assessing the feasibility of Pocket Book showed the following: 1) The material expert gave average score of 4.4, which included in the category of Very Good, 2) The media expert gave average score of 4.13, which is includes a category Good, 3) Teacher SMK gave average score of 3.78, which includes a category Good. Evaluation by students obtained an average score of 4.24, which includes the category of Very Good. Overall the Pocket book is in the category of Good to be used as a learning media. The student motivation before and after using the media showed an improvement of 4.53%, from score of 63.51% to 68.04% Based on paired t\_test, t-count of -3.719 2ith sig.0,001 showed significant motivation difference before and after using the media, it means that this media was proper in to use in English teaching learning.

From the previous findings above, the writer developed Prototype of English Writing Coursebook for Office Management Students. The differences between previous study and this thesis are: (1) developing English Coursebook, (2) for Office Management Students'. So, this research is difference from previous finding above.